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PERSISTENCE OF CAREER CHOICE AMONG
GRADUATES OF THE COLLEGE OF EDUCATION
LOUISIANA STATE UNIVERSITY, BATON ROUGE
CAMPUS.

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PERSISTENCE OF CAREER CHOICE AMONG
GRADUATES OF THE COLLEGE OF EDUCATION
LOUISIANA STATE UNIVERSITY, BATON ROUGE CAMPUS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education

in

The Department of Education

by

Daniel Carroll Walsh, Jr.
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ABSTRACT

The purpose of the study was to investigate the existence or non-existence of patterns and trends regarding the persistence of career choice among graduates of the College of Education, Louisiana State University, Baton Rouge Campus. The problem was stated as:

1. What are the patterns in the persistence of career choice among graduates of the College of Education, Louisiana State University, Baton Rouge, during their undergraduate studies?

2. What are the trends in the persistence of career choice among graduates of the College of Education, Louisiana State University, Baton Rouge, during their undergraduate studies?

The population, 1,141 students, represented the years 1960, 1965 and 1970. Each year group was examined in isolation for the purpose of identifying any significant patterns, while the total group was examined for possible trends.

Students were examined on the basis of their records in the College of Education. The research design called for the evaluation of year groups on the basis of:

1. Sex--male versus female
2. Classification--the student's university classification at the time of entrance into the College of Education.
3. Curriculum--the course of study chosen by the student.
4. Continuity of Enrollment--excluding the summer sessions, the consistency of continued enrollment in Louisiana State University, Baton Rouge.

The following conclusions were reported as trends:

1. Women outnumbered men in all areas of this study.
2. The number of men graduating from the College of Education decreased.
3. During the decade under study an increasing percent of the graduates did not enter the College of Education from Junior Division.
4. Most female elementary majors chose the lower elementary program while most male elementary majors chose the upper elementary program.
5. Physical education and music education majors were more persistent than students in either of the other two general curriculums.
6. Among all secondary majors, social studies was the most frequently chosen major.
7. Among all secondary majors, social studies and English were the most frequently chosen minors.
8. For the period under study, more women than men came to the College of Education from other Louisiana Colleges and out-of-state institutions.
9. The fact that only 68 students broke their continuity of enrollment indicates that persistence was high during the study period in the College of Education.
10. Sixty-four of the 68 students breaking continuity of enrollment had come from Junior Division.
11. The majority of the breaks in continuity resulted from changes in curriculum within the College of Education. Changing from the elementary curriculum to the secondary curriculum or from secondary to elementary were the common breaks of this kind.

Chapter 1

INTRODUCTION

The freedom of college bound youth to choose a vocation has become an important problem and task for most of them. In response to the pressure to make a definite vocational choice, many students commit themselves prematurely. They decide they are going to be engineers or architects or teachers or something else before they know whether they can handle the required subjects, before they know whether they have the required talents or special aptitudes, before they know what the training is actually like, before they have any idea of how much they would like the day-to-day work in their chosen field (Berger, 1967).

The patterns and trends in the persistence of career choice among college students have been lively topics of concern for individual scholars and educational agencies. Research on students who change their academic goals or vocational choices suggests that most changes are related to the ultimate choice of an academic field (Cole, Wilson and Tiedman, 1964). Research also tends to focus on specific groups, such as talented students (Thistlewhite, 1960).

Brown (1970) found that there were no initial differences between persisters and changers as intact groups, but there were significant interaction effects between curriculum and persisters. Persisters were defined as students who planned to stay in the same curriculum; changers were those who planned to change to an unrelated

academic program. Elton and Rose (1967) found that clear differences of vocational choice between patterns existed between changers and persisters within specific curriculum.

Chase (1968) reported that while the most prevalent reason for freshman withdrawal from Indiana University was adjustment to college, the uncertainty of vocational goals was the second most prevalent reason for freshman withdrawal.

A college student's choice of a major field of study is a form of action commitment to a vocational preference. The nature of most academic programs does not allow for a great deal of occupational flexibility. Many graduates find themselves 'locked-in' to specific job classifications, based on the academic degree held by the graduate. Whitney (1969) reported that 74 percent of the males and 83 percent of the female graduates were employed in their major fields five years after graduation.

When all the potential for change in a student's vocational thinking is considered, it may be thought that by the time the student is entering his professional course work, generally at the beginning of the junior year, a stable and satisfying vocational decision has been made. Under these circumstances the changer or non-persister should be somewhat of a rarity. However, Strong (1943), in his classic work, reported that "the validity of occupational preference is unknown."

Statement of the Problem

1. Are there patterns in the persistence of career choice among graduates of the College of Education, Louisiana State University, Baton Rouge, during their undergraduate studies?

2. Are there trends in the persistence of career choice among graduates of the College of Education, Louisiana State University, Baton Rouge, during their undergraduate studies?

Importance of the Study

The absence of research in the area of persistence of career choice, specifically as applied to the study period, warrants this research. As ex post facto research, this topic reveals either the presence or absence of significant patterns and trends relevant to the persistence of career choice. Such patterns and trends could serve as administrative and curricular guides for the evaluation of past efforts and for planning the future of the undergraduate division of the College of Education.

Career education is an educational concept which has received a great deal of attention in Louisiana's educational agencies. As this topic continues to challenge the commitments and/or priorities of Louisiana's higher educational agencies, the necessity for career related research becomes apparent.

If Louisiana's institutions of higher learning are to be funded on a per-pupil-formula, the need for projective data such as this study may provide could become an invaluable tool for planning the future of the College of Education, Louisiana State University, Baton Rouge, Louisiana.

Delimitations

The following were delimitations of this study:

1. The population of this study was those students who received their undergraduate degrees in teacher education during the academic years of 1960, 1965 and 1970.

2. The population of this study was limited to graduates of the College of Education, Louisiana State University, Baton Rouge.

3. Transfer students were evaluated on the basis of their record at Louisiana State University, Baton Rouge.

Definitions of Terms

Career choice. This study viewed the student's choice of an academic major within an academic college as being a commitment to a career, profession or occupational field.

Changer. The term changer refers to the student who changed from one academic college to another or changed either a major or minor within the College of Education.

College of Education. Reference to the College of Education is limited to the undergraduate division of the College of Education, Louisiana State University, Baton Rouge campus.

Patterns. Patterns were arrived at by analyzing each year group in isolation. (The data analyzed were obtained from student personnel records.)

Persistence of career choice. The persistence of career choice was viewed as the consistency with which the student continued to maintain the same academic major within an academic college.

Persister. The persister is the student who remained within the same academic college with no change in academic major.

Study period. The study period is the length of time during which the student remained enrolled in the university.

Trends. Trends are defined as comparisons and significant differences made among the three year groups.

Year group. Year group refers to those students who graduated from the undergraduate division of the College of Education, Louisiana State University, Baton Rouge, during the years 1960, 1965, and 1970.

Treatment of Data

The data were tabulated in terms of the number of cases and percentages for the graduates of each year group. Each year group, as well as the group as a whole, was analyzed on the basis of the following criteria:

1. Sex--male versus female.
2. Classification--the student's university classification at the time of entrance into the College of Education.
3. Curriculum--the course of study chosen by the student.
4. Continuity of enrollment--excluding the summer sessions, the consistency of continual enrollment in Louisiana State University, Baton Rouge.

An attempt was made to establish any relationships between patterns of persistence and/or non-persistence and the characteristics of sex, classification, curriculum, and continuity.

Sources of Data

The data for this study were obtained from the student files and ledger sheets within the College of Education, Louisiana State University.

Chapter 2

REVIEW OF RELATED LITERATURE

Research about the patterns and trends of undergraduates during the study period has been largely neglected in spite of the accessibility of such data. Although a vast amount of research dealing with vocational choice, characteristics of students and academically related predictors are available, very little attention has been paid to persisters as an intact group.

The decision to attend college and the patterns and trends of attendance and persistence are well established prior to college entrance. These academic characteristics are apparent before high school and continue throughout college. The earlier and the more fully students subscribe to education as a value and to the value of educators, the greater the persistence in college.

Robbins (1966) and Harding (1966) both found that parental encouragement and expectations influenced the persistence of high school students. Among college students Grann (1952) found that conflict between the parent and student directly affected the student's self-determination and social adjustment to college life. Levenson (1966) suggests that the non-persisting college student may not only be suggesting his own identity crisis or lack of autonomy, but also that of his parents.

Hofland (1971) reported that the choice of a major was strongly related to the student's ability to perform, and personality was only

a slight factor. However, several theories of vocational choice suggest that the choice process is related to personality development (Roe, 1956; Super, 1953) and that vocational interest reflects personality characteristics (Tiedeman, 1952; Holland, 1966). Bereiter and Freedman (1962) reported relationships between personality characteristics and vocational choice which indicated that college students with different vocational goals have distinct attitudes and personalities.

Astin and Panos (1969) reported in their follow-up of 36,505 freshmen that the stability of expressed career choice as freshmen provided a median stability of 24 percent for 40 career choices.

Holland and Whitney (1968) concluded that changes in expressed vocational choice for a large sample of college freshmen were predictable over eight to twelve months. They found that 50 percent of the 3,430 men and 60 percent of the 3,983 women chose the same job at the conclusion of the study period.

In studying 291 male secondary education majors and 122 male elementary majors, Isaacs (1970) reported that elementary majors, in addition to making a career decision late in their academic life, also made more curriculum changes than did secondary students. Isaacs also found that elementary majors were more interested in teaching the young while secondary majors were more interested in one academic area.

Bryan (1969) concluded that the career decisions of women were influenced by society. A comparison of female elementary majors and female science students revealed that the elementary majors had a more

fundamental and stable self-concept. For all females studied, Bryan found a significant difference between the perceived-self and the vocational-self. Karmen (1972), in her study of role identification and career choice, found that the vast majority of all women chose a 'stereotypic feminine career.'

Martin (1959) found no distinguishable differences between the persistence of career choice of 100 teachers and 100 persons in other careers. Houser (1971) concluded that no true factors revealed the tendency to persist or not persist.

Few studies have examined the phenomena of persistence and change across a field during the study period. The literature reveals some characteristics of indecisive students but little is known about the distinguishing factors of changers and persisters during the entire study period.

In a study of 727 students representing a variety of academic majors, Hasan (1966) reported that changers took longer to graduate than did non-changers and non-graduating changers stayed in college longer than did non-changers. Seventy percent of those studied changed their curriculum one or more times. Hasan also found that those students enrolled in business, general agriculture and applied sciences recorded the most changes.

Robinson (1968) found that of 2,800 students only half had been persistent four years after matriculation. He also found that more men than women had been persistent. Horner (1969), in studying 100 persisters and 100 terminated students, found that half of the non-persisters had terminated their education by the end of the first

year, twice as many males persisted as did women and three of every four non-persisters were women. Those women who did persist changed their majors more frequently than did non-persisters. Yet Sedlacek (1969) reported that by the end of the second year 90 percent of the women in his study were deeply lodged in an academic/career related field. In studying the factors governing retention in college, Skelton (1959) found that women were more persistent than men. Skelton also found that 35.3 percent of the 2,369 men studied failed to complete the first year of college.

Dubois (1966), in his study of 229 sophomore education majors, found that by the end of the year persisters had achieved more academically than had non-persisters. Deegan's (1970) comparison of normal flow students and delayed entrants found that those students who had delayed the start of their college education did not persist as well as normal flow students. Delayed entrants also showed a high degree of career indecision.

During the middle years of undergraduate study career indecision tends to rise and the student's opinion of his major field declines. This decline in academic morals and the trend toward career confusion has, to a large degree, been attributed to the modification of freshmen idealism. Among university students, education majors tended to give the more negative views of their field than any other group of majors (Gibson, 1966).

While Beeson (1970) found that the majority of secondary education graduates of Louisiana State University, Baton Rouge, were persistent, Trent and Medsker (1968) found that nationally students

transferring from institution to institution and from academic college to academic college were wide spread. In their study of ten thousand students, Trent and Medsker established five patterns relative to the persistence of those studied: (1) delayed entry into college, (2) sporadic attendance, (3) high attrition, (4) wide spread transferring, and (5) delayed graduation among students who did not interrupt their college career.

Among students at Louisiana State University, Baton Rouge, Adams (1940) found that while slightly more than half of the entering freshmen persisted in their freshmen vocational aim, a freshman had about one chance in four of becoming a senior in three years. Adams further found that women were definitely higher than men in achieving their vocational aim as a freshman.

Although a great deal of time and energy have been spent investigating the aspects of student persistence and non-persistence, no clear patterns or trends have ever emerged. Generally the research has been focused on either small select groups of specific careers and curriculums or on large heterogeneous groups which are studied for only a short period of time. Establishing the existence or non-existence of patterns and trends regarding student persistence may be best served if more studies are conducted on smaller homogeneous populations.

Chapter 3

PRESENTATION OF DATA

This chapter presents an analysis of data concerning the persistence of career choice of graduates of the College of Education for the years of 1960, 1965 and 1970, during the course of their studies at Louisiana State University, Baton Rouge. Each of the three year groups was examined on the basis of patterns while the entire population was examined on the basis of trends.

PATTERNS

Number and Sex of Graduates by Year Groups

The total population of all the year groups, as presented in Table 1, was 1,141 students. Of this total 189 were male and 952 were female. The males constituted 17 percent of the total population and the women composed the remaining 83 percent.

Table 1
Distribution of Total by Sex

Men		Women		Totals	
Number	Percent	Number	Percent	Number	Percent
189	17	952	83	1141	100

The year group of 1960 constituted a total population of 270 students, of which 60 were men and 210 were women. The 60 males, as

presented in Table 2, represented 22 percent of the total year group while the 210 women represented 78 percent of the total year group population. The 1965 year group population is presented in Table 2. A total of 373 students comprised this grouping; of this, 60 were males and 313 were women. The males constituted 16 percent of the year group while the women represented 84 percent of the 373 students. In 1970 the composite year group population totaled 498 students. Sixty-nine of the 1970 group were males representing 14 percent of the 1970 total. The women constituted 86 percent of the 1970 grouping or 429 students.

Table 2
Distribution of Year Groups by Sex
1960, 1965 and 1970

Year	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
1960	60	22	210	78	270	100
1965	60	16	313	84	373	100
1970	69	14	429	86	498	100

Table 3 denotes those students for all three year groups that were unaccounted for in this study. The ledger sheets and folders of these students could not be found in the files within the Office of the Dean. As indicated in Table 3, 50 students, 22 from elementary education and 28 from secondary education, were not reported.

Table 3

Distribution of Unaccounted Students by Sex,
Curriculum and Year Group

Year	Sex	Elementary	Secondary	Physical Education	Music Education	Totals
1960	Men					
	Women	7	6			13
1965	Men		1			1
	Women	4	10			14
1970	Men		1			1
	Women	11	10			21
Totals		22	28			50

Classification of Students at the Time of Entrance
into the College of Education

The classification of the students in the 1960 year group as they entered the College of Education is cited in Table 4. The greatest number entered the College of Education directly from the Junior Division, 184 of the 257 students. The 184 students represented 72.2 percent of the reported year group. The remaining 27.8 percent of 73 students entered the College of Education from other academic colleges on the Baton Rouge campus of Louisiana State University while 36 students, 13.8 percent of the year group, came from other institutions of higher education. Twenty-one of the 37 students coming from other academic colleges entered the College of Education as seniors.

In Table 4 patterns regarding the sex of the year group as it is related to the classification at the time of entrance are also made evident. More women than men entered the College of Education from Junior Division. One-hundred-fifty-one women entered through the Junior Division representing 76.8 percent of the female total. Twenty-nine women, 14.6 percent, transferred from other institutions, while 17, or 6.5 percent, came from other academic colleges.

Comparing men to women, Table 4 reveals that fewer men came from both Junior Division and other institutions. The numbers and percentages of men coming from Junior Division and other institutions are 33, or 55.3 percent and 7, or 11.6 percent respectively. Twenty men, comprising 33.1 percent of the total male population, came from other academic colleges; of these, engineering ranked highest with 10 students for a percentage of 16.6 of the total male population. In both cases, a majority of men and women entered the College of

Table 4

Student Classification at the Time of
Entrance into the College of Education
for the 1960 Year Group

College	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
Agriculture						
Senior	2	3.3			2	0.7
Arts & Sciences						
Sophomore	1	1.6	1	0.5	2	0.7
Junior	2	3.3	3	1.5	5	2.0
Senior	4	6.7	6	3.0	10	4.0
Chemistry & Physics						
Sophomore	1	1.6			1	0.3
Commerce						
Junior			2	1.0	2	0.7
Senior			1	0.5	1	0.3
Engineering						
Sophomore	1	1.6			1	0.3
Junior	4	6.7			4	1.5
Senior	5	8.3	1	0.5	6	2.4
Junior Division						
Sophomore	26	43.3	137	69.7	163	64.0
Junior	7	12.0	14	7.2	21	8.2
Music						
Senior			1	0.5	1	0.3
University College						
Sophomore			1	0.5	1	0.3
Senior			1	0.5	1	0.3
Colleges in Louisiana						
Sophomore	2	3.3	6	3.0	8	3.2
Junior	4	6.7	5	2.5	9	3.5
Senior			6	3.0	6	2.3
Out-of-State Institutions						
Sophomore	1	1.6	1	0.5	2	0.7
Junior			8	4.1	8	3.2
Senior			3	1.5	3	1.1
TOTALS	60	100	197	100	257	100

Education through the Junior Division; however, a large number of the men, 44.7 percent, did not, as was true of 23.1 percent of the women.

The 1965 year group had a total year group population of 358 students, Table 5. In 1965 a total of 239 students had a classification of entrance from Junior Division. These students were 67.1 percent of the total year group. The 119 remaining students, or 32.9 percent, entered the College of Education with a classification from other sources. Other institutions accounted for 68 students or 20.9 percent; and 51 students, representing 12 percent of the year group, entered from other academic colleges.

Table 5 also shows 210 women, 70.2 percent of the total female population, entered through Junior Division, leaving 89 women, 29.8 percent, who entered through other academic colleges or other institutions. Fifty-four women, 18.4 percent, entered from other institutions while 28 women, 9.1 percent, came to education from other academic colleges. Table 5 further shows that 7 women, representing 2.3 percent, entered from Louisiana State University, Alexandria.

Table 5 indicated that 29 men, 49.2 percent of the total male population, entered the College of Education from Junior Division. Thirty men, 50.8 percent, entered by other means; 16 men from other academic colleges and 14 men from other institutions. Their percentages were 27.1 and 23.7 respectively.

The 1970 group, as expressed in Table 6, comprises the largest year group population with 476 students. Table 6 shows that 62.9 percent of the total year group entered the College of Education from Junior Division. These students numbered 298. The remainder of the

Table 5

Student Classification at the Time of
Entrance into the College of Education
for the 1965 Year Group

College	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
Agriculture						
Sophomore			2	0.7	2	0.5
Junior			3	1.0	3	0.8
Arts & Sciences						
Sophomore	2	3.4	3	1.0	5	1.4
Junior	3	5.1	12	4.0	15	4.2
Senior	1	1.7	4	1.3	5	1.4
Business Administration						
Senior	1	1.7			1	0.3
Chemistry & Physics						
Sophomore	3	5.1			3	0.8
Engineering						
Sophomore	2	3.4			2	0.5
Junior	1	1.7			1	0.3
Junior Division						
Sophomore	28	47.5	200	66.9	228	64.0
Junior	1	1.7	10	3.3	11	3.1
University College						
Sophomore			2	0.7	2	0.5
Junior	1	1.7	2	0.7	3	0.8
Senior	1	1.7			1	0.3
Colleges in Louisiana						
Sophomore	2	3.4	16	5.5	18	5.0
Junior	6	10.1	12	4.0	18	5.0
Senior	5	8.4	5	1.6	10	2.8
Out-of-State Institutions						
Sophomore	1	1.7	8	2.7	9	2.5
Junior			10	3.3	10	2.8
Senior			3	1	3	0.8
LSU-A						
Junior	1	1.7	7	2.3	8	2.2
TOTALS	59	100	299	100	358	100

Table 6
Student Classification at the Time of
Entrance into the College of Education
for the 1970 Year Group

College	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
Agriculture						
Sophomore			3	0.7	3	0.6
Junior			4	1.0	4	0.8
Senior			1	0.2	1	0.2
Arts & Sciences						
Sophomore	2	3.0	10	2.4	12	2.5
Junior	3	4.4	13	3.1	16	3.3
Senior	6	9.0	4	1.0	10	2.1
Business Administration						
Sophomore	1	1.4	4	1.0	5	1.0
Junior	1	1.4	1	0.2	2	0.4
Senior	1	1.4			1	0.2
Chemistry & Physics						
Sophomore			1	0.2	1	0.2
Junior Division						
Sophomore	34	50.0	257	63.4	291	61.4
Junior	1	1.4	6	1.5	7	1.5
Music						
Sophomore			1	0.2	1	0.2
Junior			1	0.2	1	0.2
Nursing						
Sophomore			1	0.2	1	0.2
Junior			1	0.2	1	0.2
University College						
Sophomore			3	0.7	3	0.6
Junior			4	1.0	4	0.8
Senior	1	1.4	1	0.2	2	0.4
Colleges in Louisiana						
Sophomore	3	4.4	16	4.0	19	4.0
Junior	1	1.4	17	4.1	18	3.8
Senior	1	1.4	9	2.2	10	2.1
Out-of-State Institutions						
Sophomore			22	5.3	22	4.8
Junior	4	6.0	20	5.0	24	5.0
Senior	3	4.4	3	0.7	6	1.2
LSU-A						
Junior	6	9.0	5	1.3	11	2.3
TOTALS	68	100	408	100	476	100

1970 year group, 178 students, representing 37.1 percent of the total group, came from other academic colleges and institutions. The other academic colleges represented in Table 6 contributed 79 students, 16.2 percent, while 99 students, 20.9 percent, came from other institutions.

Table 6 shows that 263 women, 64.9 percent, came from Junior Division, while 145 women, 35.1 percent, came from other academic colleges or other institutions. Eighty-seven women, 21.3 percent, came from other institutions and the remaining 58 women or 13.8 percent came from other academic colleges.

Thirty-five of the 68 men in the 1970 year group came from Junior Division representing 51.4 percent of the total male population. Of the 33 coming from other sources, 12 or 17.6 percent originated their academic work at other institutions and 21 or 31 percent came from other academic colleges on the Baton Rouge campus.

Curriculum

The distribution of graduates and curriculums for the 1960 year group is presented in Table 7. The breakdown of graduates into four curriculum categories follows the established percedent of the official graduation programs. Table 7 shows that the majority of students were almost equally divided between the elementary and secondary curriculums while far fewer students had chosen either physical education or music education. A comparison of men to women, Table 8, reveals that most of the men chose a secondary curriculum while most of the women chose the elementary curriculum. The percentages of men to women as compared to curriculum choices

Table 7

Number and Percent of Student Enrollment in the
Four General Curriculums for the 1960 Year Group

Elementary		Secondary		Physical Education		Music Education		Totals	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
118	44.0	122	45.0	21	7.7	9	3.3	270	100

Table 8

Number and Percent of Student Enrollment in the Four
General Curriculum by Sex for the 1960 Year Group

Sex	Elementary		Secondary		Physical Education		Music Education		Sub-Totals		Totals
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Men	9	3.3	41	15.0	8	3	2	0.7	60	22.0	270
Women	109	40.0	81	30.0	13	5.4	7	2.6	210	78.0	

reveals that women outnumbered men two-to-one in all curriculums except physical education.

Table 9 shows that 71.7 percent of the 1960 year group came from Junior Division and except for music education, over 60 percent of the students in the other curriculums also came from Junior Division. The secondary curriculums attracted the most non-Junior Division classifications although the majority of secondary majors, 64.1 percent did come from Junior Division.

Table 10 shows that all 1960 lower elementary majors were women and that all 9 male elementary majors chose the upper elementary curriculum. The male elementary majors represented only 8.2 percent of the total elementary graduates. However, 71 of the total elementary populace were in the lower elementary curriculum.

In 1960 social studies were chosen by more secondary students than any other major (Table 11). Among women, commerce was the most popular major while social studies was the choice of most men.

Table 12 shows that English was the most popular minor for the 1960 year group although social studies was very close. The English minor was also the choice of more women while social studies was the choice of the largest group of men.

Table 13 presents a breakdown of students for each of the four general curriculums for the 1965 year group. In 1965 the elementary curriculums had the largest single number of students and represented 48.4 percent of the total year group. Table 14 shows that women outnumbered men two-to-one in all curriculums except physical education. Table 14 further indicates that while a majority of the women chose

Table 9

Student Classification at the Time of Entrance into the College of Education
and Curriculum Choices for the 1960 Year Group

College	Elementary		Secondary		Physical Education		Music Education		Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agriculture										
Senior			2	1.7					2	0.7
Arts and Sciences										
Sophomore			2	1.7					2	0.7
Junior			5	4.3					5	1.9
Senior	1	0.9	9	8.0					10	3.8
Chemistry & Physics										
Sophomore			1	0.8					1	0.3
Commerce										
Junior	1	0.9	1	0.8					2	0.7
Senior			1	0.8					1	0.3
Engineering										
Sophomore			1	0.8					1	0.3
Junior			4	3.4					4	1.5
Senior			6	5.1					6	2.3
Junior Division										
Sophomore	73	66.0	70	60.7	16	76.3	4	44.4	163	63.7
Junior	14	12.0	4	3.4	3	14.3			21	8.0

Table 9 (continued)

College	Elementary		Secondary		Physical Education		Music Education		Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Music										
Senior							1	11.1	1	0.3
University College										
Sophomore			1	0.8					1	0.3
Senior	1	0.9							1	0.3
Colleges in Louisiana										
Sophomore	4	4.0	3	2.6	1	4.7			8	3.1
Junior	7	6.3	2	1.7					9	3.5
Senior	2	1.8	4	3.4					6	2.3
Out-of-State Institutions										
Sophomore							2	22.2	2	0.7
Junior	5	4.5			1	4.7	2	22.2	8	3.1
Senior	3	2.7							3	1.1
TOTALS	111	100	116	100	21	100	9	100	257	100

the elementary curriculum, the men had no clear majority in any of the four general curriculums.

Table 10
Sex, Number and Percent of
1960 Elementary Students by
Elementary Curriculum

Area	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
Lower			71	100	71	100
Upper	9	24.0	29	76.0	38	100
TOTALS	9	8.2	100	91.8	109	100

The classification of the students at the time of entrance into the College when compared to curriculum, as shown in Table 15, reveals that for the 1965 year group at least 60 percent of the students in each of the four general curriculums came from Junior Division. The physical education and music education curriculums had a greater percentage of their students came from Junior Division than did either of the other two curriculums. The elementary curriculum had a larger number of students coming from Junior Division than did the secondary curriculum. However, the number of secondary students coming from Junior Division represented a greater percentage of the total secondary population than did those students in the elementary program. In the elementary curriculum 37 percent of the total elementary population came to the College of Education from other sources. Table 15 shows that 31.3 percent of the secondary students came from the other academic colleges or institutions.

Table 11
Sex, Number and Percent of 1960
Secondary Students by Major

Majors	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
Art			3	3.2	3	2.0
Commerce			18	19.0	18	12.3
English	4	7.8	11	11.6	15	10.3
Fine Arts			6	6.3	6	4.0
French	1	2.0	1	1.0	2	1.3
Mathematics	10	19.6	4	4.2	14	9.7
Music Education	2	4.0	7	7.4	9	6.0
Physical Education	8	15.6	13	13.6	21	14.4
Science	8	15.6	7	7.4	15	10.3
Social Studies	14	27.4	11	11.6	25	17.0
Spanish	1	2.0	4	4.2	5	3.4
Speech	2	4.0	9	9.5	11	8.0
Speech & Hearing Therapy	1	2.0	1	1.0	2	1.3
TOTALS	51	100	95	100	146	100

Table 12
Sex, Number and Percent of 1960
Secondary Students by Minor

Minors	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
Art			1	1.1	1	0.7
Commerce	2	3.9	7	8.1	9	6.5
English	4	8.0	34	40.0	38	28.0
Fine Arts			2	2.3	2	1.4
French	1	1.9	1	1.1	2	1.4
Health & Safety	2	3.9	1	1.1	3	2.1
Journalism			1	1.1	1	0.7
Library Science	1	1.9	2	2.3	3	2.1
Mathematics	10	19.6	1	1.1	11	8.0
Physical Education	2	3.9	1	1.1	3	2.1
Recreation	2	3.9			2	1.4
Science	8	15.6	3	3.4	11	8.0
Social Studies	14	27.4	21	24.2	35	26.0
Spanish			1	1.1	1	0.7
Speech	5	10.0	10	12.0	15	11.0
Totals	51	100	86	100	137	100

Table 13

Number and Percent of Student Enrollment in the
Four General Curriculum for the 1965 Year Group

Elementary		Secondary		Physical Education		Music Education		Totals	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
181	48.4	143	38.3	31	8.3	18	5.0	373	100

Table 14

Number and Percent of Student Enrollment in the Four
General Curriculums by Sex for the 1965 Year Group

Sex	Elementary		Secondary		Physical Education		Music Education		Sub-Totals		Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Men	10	2.7	28	7.5	16	4.2	6	1.6	60	16.0	303	100
Women	171	46.0	115	31.0	15	4.0	12	3.0	313	84.0		

Table 15

Student Classification at the Time of Entrance into the College of Education
and Curriculum Choices for the 1965 Year Group

College	Elementary		Secondary		Physical Education		Music Education		Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agriculture										
Sophomore	2	1.1							2	0.5
Junior	3	1.7							3	0.8
Arts and Sciences										
Sophomore	2	1.1	3	2.3					5	1.4
Junior	6	3.4	9	7.0					15	4.2
Senior	1	0.5	4	3.0					5	1.4
Business Administration										
Senior					1	3.2			1	0.3
Chemistry & Physics										
Sophomore			2	1.5	1	3.2			3	0.8
Engineering										
Sophomore			2	1.5					2	0.5
Junior			1	0.7					1	0.3
Junior Division										
Sophomore	103	58.3	88	67.0	23	74.1	14	78.0	228	64.0
Junior	8	4.5	1	0.7	1	3.2	1	5.5	11	3.1

Table 15 (continued)

College	Elementary		Secondary		Physical Education		Music Education		Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
University College										
Sophomore	1	0.5	1	0.7					2	0.5
Junior	1	0.5	2	1.5					3	0.8
Senior			1	0.7					1	0.3
Colleges in Louisiana										
Sophomore	11	6.2	6	4.5	1	3.2			18	5.0
Junior	11	6.2	2	1.5	3	10.0	2	11.0	18	5.0
Senior	7	4.0	1	0.7	1	3.2	1	5.5	10	2.8
Out-of-State Institutions										
Sophomore	5	3.0	4	3.0					9	2.5
Junior	8	4.5	2	1.5					10	2.8
Senior	2	1.1	1	0.7					3	0.8
LSU-A										
Junior	6	3.4	2	1.5					8	2.2
TOTALS	177	100	132	100	31	100	18	100	358	100

In 1965, as shown in Table 16, women continued to dominate all phases of the elementary curriculum. Women accounted for 94.4 percent of all elementary majors and men represented the remaining 5.6 percent. The majority of all elementary majors were in the lower elementary curriculum.

Table 16
Sex, Number and Percent of
1965 Elementary Students by
Elementary Curriculum

Area	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
Lower	1	0.9	101	99.1	102	100
Upper	9	12.0	66	88.0	75	100
TOTALS	10	5.6	167	94.4	177	100

Social studies was the choice of more 1965 secondary students than any other single major (Table 17). English ranked as the most frequent choice of women and physical education was the choice of the largest single group of men.

Social studies was the choice of 25.7 percent of the secondary populace, which accounted for the largest single number of minors, (Table 18). English was the choice of 21.5 percent. Twenty-six percent of the women chose social studies and 24.2 percent chose English. The male population was evenly split between science and social studies, each accounting for 25.6 percent, or a combined total of 51.2 percent of the male total.

Table 17
Sex, Number and Percent of 1965
Secondary Students by Major

Majors	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
Art			1	0.7	1	0.5
Business Education			9	7.0	9	5.0
English	2	4.1	32	24.2	34	18.8
French	2	4.1	9	7.0	11	6.0
Mathematics	9	19.0	16	12.0	25	14.0
Music Education	6	12.5	12	9.0	18	10.0
Physical Education	16	31.3	15	11.4	31	17.1
Social Studies	12	25.0	23	17.4	35	19.3
Spanish	1	2.0	4	3.0	5	2.7
Speech			4	3.0	4	2.2
Speech & Hearing Therapy	1	2.0	7	5.3	8	4.4
Totals	49	100	132	100	181	100

Table 18

Sex, Number and Percent of 1965
Secondary Students by Minor

Minors	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
Art			4	3.3	4	2.4
Business Education			1	0.8	1	0.6
English	6	14.0	29	24.2	35	21.5
Fine Arts			1	0.8	1	0.6
French			6	5.0	6	3.7
German	1	2.3			1	0.6
Health & Safety	2	4.7			2	1.2
Journalism			5	4.2	5	3.1
Latin	1	2.3	1	0.8	2	1.2
Library Science	1	2.3	8	6.6	9	5.5
Mathematics	2	4.7	6	5.0	8	5.0
Physical Education	1	2.3			1	0.6
Recreation	1	2.3	6	5.0	7	4.3
Science	11	25.6	6	5.0	17	10.4
Social Studies	11	25.6	31	26.0	42	25.7
Spanish	1	2.3	5	4.2	6	3.7
Speech	3	7.0	9	7.5	12	7.3
Typing & Bookkeeping	2	4.7	1	0.8	3	2.0
Typing & Shorthand			1	0.8	1	0.6
Totals	43	100	120	100	163	100

Fifty-one percent of the 1970 year group chose a major in secondary education, Table 19. Music education was the only category in which men out numbered women, Table 20. The sub-total column of Table 20 indicated that for the 1970 year group women out numbered men by more than six-to-one.

Table 21 shows that 62.6 percent of the 1970 year group came from Junior Division and 21.1 percent came from other institutions. Physical education registered the highest percentage of students coming from Junior Division while the secondary heading had the lowest. The elementary curriculum had the largest number of students from other institutions, a total of 51 of the 200 total elementary students.

Within the elementary curriculums, women accounted for 96 percent of the total 1970 elementary population (Table 22). A majority of the women chose the lower elementary curriculum while a majority of the men chose the upper elementary program of study.

Table 23 shows that a social studies major was the choice of 28 percent of all secondary students. Social studies was also the percentage leader among both men and women. However, among the women, English ranked a close second. The majority of men majored in either social studies, physical education, mathematics or music education. These four majors accounted for 80.1 percent of the total male population in secondary education.

Social studies, English and library science were the most frequent minors, Table 24. These three minors represented 57.9 percent of the total secondary population. These three minors were the choice of 62 percent of the female population. English and social studies each accounted for 22.5 percent of the female total while

Table 19

Number and Percent of Student Enrollment in the
Four General Curriculum for the 1970 Year Group

Elementary		Secondary		Physical Education		Music Education		Totals	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
211	42.0	252	51.0	24	4.8	11	2.2	498	100

Table 20

Number and Percent of Student Enrollment in the Four
General Curriculums by Sex for the 1970 Year Group

Sex	Elementary		Secondary		Physical Education		Music Education		Sub-Totals		Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Men	8	1.6	45	9.0	9	2.0	7	1.4	69	14.0	498	100
Women	203	40.7	207	41.5	15	3.0	4	0.8	429	86.0		

Table 21

Student Classification at the Time of Entrance into the College of Education
and Curriculum Choices for the 1970 Year Group

College	Elementary		Secondary		Physical Education		Music Education		Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agriculture										
Sophomore	2	1.0	1	0.4					3	0.6
Junior	2	1.0	1	0.4	1	4.2			4	0.8
Senior	1	0.5							1	0.2
Arts & Sciences										
Sophomore	1	0.5	10	4.2	1	4.2			12	2.5
Junior	2	1.0	14	5.8					16	3.4
Senior	3	1.5	7	3.0					10	2.1
Business Administration										
Sophomore	2	1.0	3	1.4					5	1.0
Junior			2	0.8					2	0.4
Senior			1	0.4					1	0.2
Chemistry & Physics										
Sophomore	1	0.5							1	0.2
Junior Division										
Sophomore	120	60.0	146	60.6	18	74.8	7	63.6	291	61.1
Junior	3	1.5	4	1.6					7	1.5

Table 21 (continued)

College	Elementary		Secondary		Physical Education		Music Education		Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Music										
Sophomore	1	0.5							1	0.2
Junior							1	9.1	1	0.2
Nursing										
Sophomore			1	0.4					1	0.2
Junior	1	0.5							1	0.2
University College										
Sophomore	3	1.5							3	0.6
Junior	3	1.5	1	0.4					4	0.8
Senior	1	0.5			1	4.2			2	0.4
Colleges in Louisiana										
Sophomore	9	4.5	9	3.7			1	9.1	19	4.1
Junior	10	5.0	6	2.5	2	8.4			18	4.0
Senior	6	3.0	4	1.6					10	2.1
Out-of-State Institutions										
Sophomore	11	5.5	10	4.2			1	9.1	22	4.7
Junior	13	6.5	9	3.7	1	4.2	1	9.1	24	5.0
Senior	2	1.0	4	1.6					6	1.2
LSU-A										
Junior	3	1.5	8	3.3					11	2.3
TOTALS	200	100	241	100	24	100	11	100	476	100

Table 22
Sex, Number and Percent of
1970 Elementary Students by
Elementary Curriculum

Area	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
Lower	2	1.4	140	98.6	142	100
Upper	6	10.0	53	90.0	59	100
TOTALS	8	4.0	193	96.0	201	100

library science represented 17 percent of the female students. Social studies was also the most frequent choice of the males in the secondary curriculum. English was the second most frequent choice among the men, totaling 17.5 percent of the male grouping.

Continuity of Enrollment

The following observations were made relative to the continuance of enrollment and curriculum after admission to the College of Education.

1960.

1. Two female students changed from the secondary curriculum to the lower elementary curriculum.
2. One female switched to upper-elementary education from secondary education.
3. Two female lower elementary students transferred to other institutions and then transferred back to the lower elementary programs, Louisiana State University, Baton Rouge.
4. One women transferred from the lower elementary program to the College of Arts and Science for one academic year and then transferred back to the lower elementary program.

Table 23
Sex, Number and Percent of 1970
Secondary Students by Major

Majors	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
Art	3	5.0	8	3.7	11	4.0
Biology	2	3.3	6	2.7	8	3.0
Business Education			19	9.0	19	6.8
Chemistry	1	1.6	1	0.4	2	0.7
English	3	5.0	50	23.0	53	19.0
French			7	3.2	7	2.5
Mathematics	7	11.7	25	11.6	32	11.6
Music Education	7	11.7	4	2.0	11	4.0
Physical Education	9	15.0	15	7.0	24	8.7
Social Studies	25	41.7	52	24.0	77	28.0
Spanish			9	4.2	9	3.3
Speech	3	5.0	14	6.5	17	6.2
Speech & Hearing Therapy			6	2.7	6	2.2
Totals	60	100	216	100	276	100

Table 24
Sex, Number and Percent of 1970
Secondary Students by Minors

Minors	Men		Women		Totals	
	Number	Percent	Number	Percent	Number	Percent
Art			2	1	2	0.7
Biology	1	2.0	1	0.4	2	0.7
Chemistry	2	3.7	3	1.4	5	2.0
English	9	16.9	48	22.6	57	21.5
French			11	5.2	11	4.4
German			2	1.0	2	0.7
Health & Safety	4	7.5	2	1.0	6	2.2
Journalism	4	7.5	11	5.2	15	5.6
Latin			1	0.4	1	0.3
Library Science	2	3.7	36	17.0	38	14.3
Mathematics	1	2.0	5	2.3	6	2.2
Physical Education	5	9.4	2	1.0	7	2.6
Physics	2	3.7	1	0.4	3	1.1
Recreation	1	2.0	3	1.4	4	1.5
Science	4	7.5			4	1.5
Social Studies	11	20.8	48	22.6	59	22.2
Spanish			5	2.3	5	2.0
Speech	3	5.6	19	9.0	22	8.3
Typing & Bookkeeping	2	3.7	8	4.0	10	4.0
Typing & Shorthand	1	2.0	3	1.4	4	1.5
Totals	53	100	212	100	265	100

5. One female in the English curriculum transferred to the College of Arts and Sciences for one academic year and then came back to the English program in the secondary curriculum.

6. One female transferred to University College for one academic year and then transferred back to the art curriculum.

7. One female majoring in commerce transferred to two other institutions before coming back to the commerce curriculum.

8. One female enrolled in social studies, resigned from the university for one year and then re-entered the same course of study.

9. One male science major resigned for one year and then returned to the same curriculum.

10. Two males withdrew from the science curriculum and entered other academic colleges for one year before returning to the same curriculum.

1965.

1. Two female lower elementary students were re-entries to the lower elementary curriculum, having spent one year in the College of Arts and Sciences.

2. One female re-entered the lower elementary curriculum after spending one academic year in the College of Agriculture.

3. One female student in the upper-elementary curriculum transferred to the College of Arts and Sciences for one semester before returning to the upper-elementary program.

4. One female re-entered the lower elementary curriculum after a five year absence.

5. One female enrolled in the art curriculum transferred to the College of Arts and Sciences for one academic year.
6. One male social studies major transferred to the College of Arts and Sciences for one academic semester.
7. One female English major returned after a ten-year absence.
8. One female Spanish major re-entered the College of Education after a four-year absence from the University.
9. One male science major re-entered the science curriculum after a two-year absence.

1970.

1. Eight female students switched from the lower elementary curriculum to the upper elementary program.
2. One male and two female students transferred from the lower elementary program to University College for one academic year.
3. One male changed from lower elementary to upper elementary.
4. One female returned to the lower elementary curriculum after one year in the School of Nursing.
5. Three females switched from a secondary major in English to the upper elementary curriculum.
6. Two females switched from a secondary major in English to the lower elementary curriculum.
7. Two females dropped their social studies major for lower elementary education.
8. Two females and one male switched to social studies from lower elementary education.
9. Two females moved from lower elementary education to English.

10. One upper elementary female moved to business education.
11. One male changed his physical education major to a mathematics major and his mathematics minor to a physical education minor.
12. One female twice "flip-flopped" her English major with her speech minor.
13. Five females swapped their major for their minor and the minor for the major.
14. Eight female secondary majors changed their majors.
15. One female was a re-entry from University College to the social studies curriculum.
16. One male and one female transferred back to a social studies major from the College of Arts and Sciences.
17. One female dropped a mathematics major for physical education.

TRENDS

Number and Sex of Graduates by Year Groups

During the course of the decade which this study covers, 1960-1970, the number of graduates included in this study increased from 270 to 498 students, Table 2, page 12. Table 2 also showed that as the number of students increased the proportion of men dropped from 22 percent to 14 percent.

Classification of Students at the Time of Entrance into the College of Education

A comparison of the three year groups reveals that the number and percent of students coming to the College of Education from Junior

Division continuously decreased from 1960-1970. This represented a 9.3 percent decline. The year group average of students coming from Junior Division for all three groupings was 67.4 percent.

The percent of men coming from Junior Division fluctuated from a 1960 high of 55 percent to a 1965 low of 49.2 percent. The composite average for all three year groups found 52.4 percent of the total male population coming from Junior Division. The percent of males coming to the College of Education from other academic colleges progressively decreased while the percent of the year group coming from other institutions increased.

For the years under study 69.1 percent of the women came from Junior Division. However the trend indicated that between 1960 and 1970 the percent of women coming from Junior Division decreased by 6 percent per year group. During the period of study the percent of women coming from other institutions and other academic colleges increased. The year group average for each of these factors were 19.2 percent and 10.1 percent respectively.

Curriculum

The elementary curriculums showed no significant trends beyond the dominance of women in both elementary programs and the peaking of upper elementary majors in the 1965 year group.

Although social studies did not represent a majority of secondary majors it was the most frequent choice for all year groups. Social studies ranked as the most frequently chosen major among male students.

The social studies curriculum replaced English as the most frequently chosen minor among all students. The trend among women found social studies overcoming the English minor as the most frequent choice. Men, however, clearly established social studies as their most frequent choice for a minor.

Continuity of Enrollment

A total of 68 students were not persistent in either their enrollment in the College of Education or their enrollment in a particular curriculum within the College. Three males and 38 females changed their major or minor within the College. Five males and 13 females transferred to another college for at least one academic semester. Three women transferred to other institutions for at least one academic year. Two males and four females re-entered the university and the College of Education after absences of at least one academic year.

Sixty-four of the 68 students breaking the continuity of enrollment had come to the College of Education from Junior Division. The four remaining students had come to education from other academic colleges on the Baton Rouge campus.

Chapter 4

SUMMARY AND CONCLUSIONS

This chapter presents a summary of the data, conclusions of the research and recommendations for further study.

SUMMARY

During the time period under study the number of graduates of the College of Education, Louisiana State University, Baton Rouge, increased from 270 in 1960 to 498 in 1970. Including the 1965 grouping the population for the three years under study totaled 1,141 students. Women accounted for the vast majority of graduates in each of the four general curriculums. Although the male population remained numerically stable, they actually decreased in proportion to the total number of graduates.

Although the majority of the students entering the College of Education entered by way of the Junior Division, the year group patterns indicated a trend away from this conventional means of entrance. From 1960 to 1970 the percent of students coming from Junior Division had decreased by 9.1 percent. Several trends became evident with regard to the transferring of students from other academic colleges to the College of Education on the Baton Rouge campus. In 1960 the College of Engineering had 11 students transfer to education, 3 students in 1965 and no students in 1970. In 1960 the College of Business Administration was not represented, in 1965 one student and in 1970

eight students transferred to education from the College of Business Administration. In 1960 all of the students coming from the College of Agriculture were men, yet in 1965 and 1970 all of the students coming from this source were women. For each of the year groups the College of Arts and Sciences had the largest number of students transferring to the College of Education. Louisiana State University, Alexandria, showed a gradual increase in the number of students transferring to the College of Education, Baton Rouge.

A large portion of those students coming to the College of Education from sources other than Junior Division came from either other Louisiana colleges or out-of-state institutions. Although the "other Louisiana colleges" category had the largest numbers and percentages, the number and percent of students coming from out-of-state institutions increased at a greater rate than did the numbers in the Louisiana colleges category.

A review of the four general curriculums revealed that a majority of the students entering physical education and music education came from either Junior Division, other Louisiana colleges or out-of-state institutions. However, most students in each of these curriculums came from Junior Division. While elementary education drew most of its non-Junior Division students from either out-of-state institutions or other Louisiana colleges, secondary education drew many more of its non-Junior Division students from the other academic colleges on campus.

Within each of the year groups under study the lower elementary program attracted more of the elementary majors than did the upper elementary program. For each year group more female elementary majors

chose the lower elementary major while the male elementary majors most often chose the upper elementary major. The above observations were noted as both patterns and trends.

For all year groups the social studies major was the most frequently chosen major for the students in the secondary curriculum. English and social studies rivalled each other for the most frequently chosen minor.

For all year groups under study the continuity of enrollment was broken by only 68 students. Sixty-four of these students had entered directly from the Junior Division. The four remaining students had come from other sources.

CONCLUSIONS

The following patterns were noted within the year groups under study.

1960

1. In 1960 more men than women transferred to the College of Education from other colleges on the campus, while more women than men came from other institutions.

2. More males chose secondary majors than any of the other general curriculums.

3. All of the students coming from the College of Agriculture and the College of Engineering chose the secondary curriculum.

4. No males chose the lower elementary curriculum. However, a majority of the females in the elementary program chose the lower elementary program.

5. Continuity of enrollment was broken by 13 students in 1960. Ten of these student breaks resulted in the student leaving the College of Education.

1965

1. More women than men transferred to the College of Education from other academic colleges and other institutions.

2. Elementary education was the most frequently chosen major.

3. More men chose the secondary curriculum while most women chose the elementary curriculum.

4. The students transferring to education from the College of Agriculture chose the elementary curriculum while the students from the College of Chemistry and Physics and the College of Engineering chose the secondary curriculum.

5. Within the elementary curriculum more women chose the lower elementary major and most men chose the upper elementary major.

6. English was the most frequent choice of female secondary majors while social studies was the most frequent choice of the total year group.

7. Ten students broke their continuity of enrollment. Six transferred to other academic colleges, two returned from absences and the remaining two students changed their major and minor.

1970

1. More students, both males and females, chose the secondary curriculum than any other single curriculum.

2. In all categories of students coming to the College of Education except Louisiana State University, Alexandria, women outnumbered men.

3. More female elementary majors chose the lower elementary major while most men chose the upper elementary major.

4. Social studies was the most frequently chosen major and minor of both men and women.

5. Forty-five students broke continuity of enrollment. Eight students transferred to other academic colleges or institutions while the remaining 37 students changed majors and minors or curriculums within the College of Education.

The following trends were observed for the period under study.

1. Women outnumbered men in all areas of this study.

2. The number of men graduating from the College of Education decreased.

3. During the decade under study an increasing percent of the graduates did not enter the College of Education from Junior Division. This is verified by the fact that 27.8 percent of the 1960 year group, 32.9 percent of the 1965 group and 37.1 percent of the 1970 grouping came to the College of Education from other sources.

4. Most female elementary majors chose the lower elementary program while most male elementary majors chose the upper elementary program.

5. Physical education and music education majors were more persistent than students in either of the other two general curriculums.

6. Among all secondary majors, social studies was the most frequently chosen major.

7. Among all secondary majors, social studies and English were the most frequently chosen minors.

8. For the period under study, more women than men came to the College of Education from other Louisiana Colleges and out-of-state institutions.

9. The fact that only 68 students broke their continuity of enrollment indicates that persistence was high during the study period in the College of Education.

10. Sixty-four of the 68 students breaking continuity of enrollment had come from Junior Division.

11. The majority of the breaks in continuity resulted from changes of curriculum within the College of Education. Changing from the elementary curriculum to the secondary curriculum or from secondary to elementary were the common breaks of this kind.

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Title of Thesis: PERSISTENCE OF CAREER CHOICE AMONG GRADUATES OF THE
COLLEGE OF EDUCATION LOUISIANA STATE UNIVERSITY,
BATON ROUGE CAMPUS

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